

**U.S. Department of Education**  
**2016 National Blue Ribbon Schools Program**

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[X] Public or [ ] Non-public

For Public Schools only: (Check all that apply) [X] Title I [ ] Charter [ ] Magnet [ ] Choice

Name of Principal Mr. David J. Roth

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Honeoye Falls-Lima Senior High School

(As it should appear in the official records)

School Mailing Address 83 East Street

(If address is P.O. Box, also include street address.)

City Honeoye Falls State NY Zip Code+4 (9 digits total) 14472-1295

County Monroe County

Telephone (585) 624-7051 Fax (585) 624-7003

Web site/URL http://www.hflcsd.org/High.cfm E-mail david.roth@hflcsd.org

Twitter Handle \_\_\_\_\_ Facebook Page \_\_\_\_\_ Google+ \_\_\_\_\_

YouTube/URL \_\_\_\_\_ Blog \_\_\_\_\_ Other Social Media Link \_\_\_\_\_

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

\_\_\_\_\_  
Date \_\_\_\_\_  
(Principal's Signature)

Name of Superintendent\*Mr. Eugene Mancuso E-mail gene.mancuso@hflcsd.org  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Honeoye Falls-Lima Central School District Tel. \_\_\_\_\_ (585) 624-7000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

\_\_\_\_\_  
Date \_\_\_\_\_  
(Superintendent's Signature)

Name of School Board  
President/Chairperson Mr. Garry Stottler  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

\_\_\_\_\_  
Date \_\_\_\_\_  
(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

*\*Non-public Schools: If the information requested is not applicable, write N/A in the space.*

## Part I – Eligibility Certification

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The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The public school has met their state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) using the most recent accountability results available for the year prior to nomination.
3. To meet final eligibility, a public school must meet the state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) for the year in which they are nominated (2015-2016) and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2010 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2011, 2012, 2013, 2014, or 2015.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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Data should be provided for the most recent school year (2015-2016) unless otherwise stated.

### DISTRICT

1. Number of schools in the district (per district designation):
- 2 Elementary schools (includes K-8)
  - 1 Middle/Junior high schools
  - 1 High schools
  - 0 K-12 schools
- 4 TOTAL

### SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- ☐ Urban or large central city
  - ☐ Suburban with characteristics typical of an urban area
  - ☒ Suburban
  - ☐ Small city or town in a rural area
  - ☐ Rural
3. Number of students as of October 1, 2015 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	97	107	204
10	101	98	199
11	101	93	194
12 or higher	109	115	224
Total Students	408	413	821

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
  - 2 % Asian
  - 1 % Black or African American
  - 3 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 93 % White
  - 1 % Two or more races
  - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2014 – 2015 school year: 2%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2014 until the end of the 2014-2015 school year	3
(2) Number of students who transferred <i>from</i> the school after October 1, 2014 until the end of the 2014-2015 school year	17
(3) Total of all transferred students [sum of rows (1) and (2)]	20
(4) Total number of students in the school as of October 1, 2014	821
(5) Total transferred students in row (3) divided by total students in row (4)	0.024
(6) Amount in row (5) multiplied by 100	2

6. English Language Learners (ELL) in the school: 0 %  
0 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):

7. Students eligible for free/reduced-priced meals: 11 %  
Total number students who qualify: 93

8. Students receiving special education services: 11 %  
93 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

<u>8</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>31</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>49</u> Specific Learning Disability
<u>2</u> Emotional Disturbance	<u>6</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>2</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>3</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

9. Number of years the principal has been in her/his position at this school: 8

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	2
Classroom teachers	41
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	23
Paraprofessionals	13
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	7

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 13:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2014-2015	2013-2014	2012-2013	2011-2012	2010-2011
Daily student attendance	96%	96%	96%	96%	96%
High school graduation rate	100%	97%	98%	98%	97%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2015.

Post-Secondary Status	
Graduating class size	182
Enrolled in a 4-year college or university	66%
Enrolled in a community college	27%
Enrolled in career/technical training program	0%
Found employment	7%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes    No X

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school's mission or vision statement.

The mission of Honeoye Falls-Lima School District is to ensure students display the knowledge, skills and character qualities needed to realize their aspirations and succeed in a rapidly changing world.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

## PART III – SUMMARY

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The Honeoye Falls- Lima Central School District was established in 1969 through a merger of a very rural community with the neighboring small town of Honeoye Falls. Together, the two towns make up 80% of the District's residential population. Our District comprises 74 square miles and nine towns in three counties: Monroe County (Mendon, Henrietta and Rush); Livingston County (Avon, Lima and Livonia) and Ontario County (Victor, West Bloomfield and Richmond). Our population is a mix of agricultural, skilled labor professionals, and small business owners.

HF-L is a great place to grow up, a wonderful place to live, and an excellent place to work. We cherish the relationships and connectivity we have with all of our students and their families. We have passionate professional educators, gifted coaches and leaders, and dedicated support teams designed to support the aspirations of all of our students. We celebrate and recognize the influence we share in our students' lives. The District's Strategic Intents of Achievement, Engagement, Pride, and Safety guide the strategies employed within the HFL High School. Excellence in all of these areas is the guiding principle for the High School as it supports these intents. It is through this focus that students continue to be engaged in competitions, classes, and social events that allow them to challenge themselves against state, national, and international standards.

Furthermore, we share the goals that all students will enroll in at least one post-secondary course offering before graduating High School. These opportunities include, but are not limited to Advanced Placement, Monroe Community College, Genesee Community College, Rochester Institute of Technology, and/or Cambridge University. We believe students who complete one or more of these opportunities in high school, demonstrate to themselves the aptitude for being successful in a post-secondary environment.

Eighty to eighty-five percent of our Honeoye Fall-Lima High School students take a least one college credit course. For the 2015-2016 school year, we offered twenty Advanced Placement and twenty-two dual credit college level courses through Monroe Community College, Genesee Community College and Rochester Institute of Technology. We also offer a Global Perspective Pre-University Course through Cambridge University.

Celebrating our school success is important as well to continue to improve our programs and to increase student success. We respect our students so much that they receive a daily break mid-morning to get a snack, visit with friends, or catch up with a teacher. Providing freedoms strengthens students' awareness of the faith we have in them. Promoting and thanking everyone for their hard work, initiative and risk taking is a simple way of providing gratitude.

Members of the community are active partners with and for our students. Numerous volunteers play essential parts in program budget design, facilities development and strategic planning. Residents serve on a number of building and district-wide committees. District residents, parents, students and staff drive the District's efforts toward meeting the needs of all of our young learners in an ever changing world.

The High School also engages our community through various partnerships. One example is our First Robotics Team, which prides itself in its "coopertition" with other teams and its teaching of younger teams within the District. During the six weeks of build season, the team builds a robot to compete in the FIRST designs competition each year. During the off season, the program works on public outreach, recruitment, fundraising and sponsorship to support our team and FIRST. The current membership is comprised of about 40 students and 15 community member mentors. The team is sponsored primarily by General Motors, Xerox, Southco, and Carosa Stanton Asset Management. Other support comes from Quality Vision International, Forsythe Technology, Pittsford Federal Credit Union, Skyport-IT, and The Mendon Foundation.

Our local Rotary partners with our High School by sponsoring an Interact Club. This opportunity also gives our students a chance to make a real difference. Each year our Interact Club carries out two service projects a year: one that helps their school or community and one that promotes international understanding. This group's mission is to help our students connect with community leaders, develop leadership skills, and make international connections.

The larger community attends our events, supports our students and staff, and are true partners in celebrating the achievement of our students. We are student focused and share the credits we have received from Newsweek and the Washington Post Ranking as one of the top 1.51% High Schools in the nation, receipt of a Gold Star for "Beating the Odds: American's Top High Schools for Low-Income Students," being identified as a Reward School: With no significant gaps in student achievement, and our Buffalo Business First 2nd out of 67 regional schools and 3rd out of 432 schools in Upstate New York. Our community and school take pride in these recognitions.

## PART IV – CURRICULUM AND INSTRUCTION

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### 1. Core Curriculum:

Over the last 4 years the District has invested in opportunities for staff to examine the changes in NYS curriculum and the Common Core in a collegial setting that emphasizes K-12 alignment. This work included not only the core classes, but also the literacy standards that needed to be embedded in the encore classes. Within this curriculum work, teachers shared best practices and current research in order to improve instruction. In addition, every 4 years each program participates in an evaluation that looks at achievement, participation, and comparisons to similar NYS schools and outstanding nationally ranked schools. In reviewing curriculum, teachers also describe the plans for acceleration and enrichment available for students who are above grade level. College and Career Readiness is embedded into the content and skills by alignment of 9-12 courses with exit standards, college courses, and AP expectations. All core classes use elements of the Collins Writing Program, which emphasizes pre-writing and revision in order to help students frame their thinking and clarity in their written work.

Curriculum offerings include Regents, Honors and twenty Advance Placement classes in all major academic areas. Cambridge Pre-University: Global Perspectives introduces students to research methodology and develops presentation skills from an international perspective. We also offer numerous opportunities for students to earn college credit. This is an opportunity for students to begin building college transcript through Genesee and Monroe Community College and Rochester Institute of Technology.

Within English classes there is an emphasis on sophisticated vocabulary development and close reading with difficult texts. For example, the teachers found that students were struggling with comprehending 19th century texts and revised their planning and assessments accordingly. The teachers are incorporating more informational texts with traditional literature units to build relevancy for students. Collaboration with libraries, both with our High School and local colleges, affords students and teachers the opportunity to incorporate research using the Big 6® strategy, and the use of databases and online notetaking.

In social studies, teachers have revised curriculum maps to incorporate the Common Core literacy standards. As a result, there has been greater focus on annotation of primary and secondary sources throughout the units of study. Most recently the department has been emphasizing the NYS Social Studies Framework skills.

In the Humanities, the Literacy Learning Lab is staffed by 2 specialists who support students who need additional strategies to be successful in their studies. Foundational skills in deconstruction of texts, vocabulary development, and reinforcement of writing skills are the hallmarks of this lab.

The teachers of mathematics have been working with a nationally recognized consultant to support them in developing a deep understanding of the standards and the associated impact on instructional delivery. Central to this has been the alignment and spiraling of content and skills throughout the various courses to ensure student success beyond the end of year assessment. To complement this work, the teachers are introducing different modalities for students to augment their understanding of topics. For example, notes are available online as well as videos of the teachers explaining content via flipped instruction for 24 hour a day access.

The Math Lab is staffed for supporting students who need additional time or other strategies to master content and skills necessary to meet graduation expectations.

Science has emphasized technical vocabulary and greater consistency in skill development. For example, graphing work has been evaluated and aligned among teachers so that students progressing through the sciences have consistent expectations for their success. Teachers have added project based lab experiences that are tied to the local community to make learning more relevant to their students.



We are in full support of the 21st Century Learning Standards “Future Ready” - College and Career Readiness and Science, Technology, Engineering, art, and Mathematics (STeAM) initiatives. One of our supporting foci is that all students take four levels of math and science so that all of our high school graduates have the science and math knowledge and skills needed to qualify for and succeed in the post-secondary job training and/or the education necessary for their chosen career.

## 2. Other Curriculum Areas:

All encore classes are available to students beginning in 9th grade. Students are encouraged to try these courses to determine their personal skills and interests for career development. All courses, except physical education, meet daily. Physical education meets every other day.

a. Arts: The visual and music programs are hallmarks of the HFL High School. We have multiple opportunities within programs for students to participate at their interest and skill levels. Additional opportunities are available after school for students. Students are assigned small group lessons, both in vocal and instrumental music, in order to assess and to individualize instruction. Sight reading instruction has been coordinated with close reading efforts in the core content areas. Assessments that include item analyses are used to focus in on skill development. In art, reflection and analysis skills have been made a focus in each offering.

b. PE/Health/Nutrition: Our physical education and health teachers meet together monthly to review curriculum units to make adjustments to ensure that students are gaining the knowledge necessary for life-long wellness. These courses include pre-assessments for each unit and a post-assessment to check knowledge and skill acquisition. Life-long engagement in wellness activities is paramount for this department.

c. Foreign Language: Utilization of online resources for authentic learning and assessment are integral parts of this program. This department prides itself in its use of Pre-AP strategies to enrich student learning and to prepare students for college and/or AP level classes.

d. Technology: Students have the opportunity to participate in classes such as woodworking to Project Lead the Way. This department has also received approval from the NYS Education Department to offer Architectural Drafting as a CTE diploma endorsed program. In this way, students interested in technology have a wide variety of opportunities from which to choose.

## 3. Instructional Methods and Interventions:

The Rigor for All© framework for unit/lesson planning and delivery has given the teachers guidance for reviewing their instructional plans for students. Strategies for engagement and motivation have been articulated and incorporated with greater consistency throughout the building so that students aren’t just learning to pass the Regents exams for graduation.

Through the use of pre-assessments, teachers have an early indication of the skill level of the students sitting in front of them. As a result, various levels of readings, assignment choice, and project choice are utilized along with direct and center based instruction.

Co-teaching (special education/regular education teachers) is available in core classes so that students who need additional support receive this during first instruction. Online learning is available within LOTE classes through a college level software program, and students who need to recover credits are given the opportunity to participate in online Regents level classes.

Using a Response to Intervention model in the classrooms and for additional support individualized help is also available through: our Learning Resource Center, Literacy Learning Lab and Math Lab.

#### 4. Assessment for Instruction and Learning and Sharing Assessment Results:

A focus on the alignment of assessments ensures that higher level questions challenge our most capable students, while providing students who struggle opportunities for success. Rubrics are continually revised to enhance clarity, consistency, and opportunities for students to move beyond the baseline of expectations. Pre-assessments and formative assessments have become more common, resulting in greater student engagement in their learning. Online assessments tied to standards, topics, and skills allow for increased individualized differentiation of instruction.

A cadre of teachers have been implementing online platforms to provide feedback to students on projects and writing assignments. In this manner, students are receiving feedback more frequently and in a timely fashion.

Maintaining high levels of achievement have come from the consistent review of summative assessment data by departments.

The monitoring of progress was opened to parents through the access to School Tool, our student management system. What we found though, was that students are using this platform to monitor their own progress.

Through School Improvement Team and faculty meetings staff shares their successes with achievement and the strategies that address areas of concern. Within the District's website, student successes and academic achievement are shared with the community.

## **PART V – SCHOOL SUPPORTS**

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### **1. School Climate/Culture:**

The Honeoye Falls- Lima Central High School maintains the District focus on a Positive Behavior Intervention Support model. This prevention oriented approach engages and motivates students and provides a positive environment that supports their academic, social and emotional growth. This is achieved through a framework that assists our school personnel in adopting and organizing evidence-based behavioral interventions into an intergraded continuum which enhances both academic and social behavior outcomes for all students.

One school-wide example is the adoption of the Link Crew program. This is a high school transition approach that welcomes freshmen and makes them feel comfortable throughout the first year in our High School. Link Crew's philosophy is rooted in the belief that students can help students succeed, by training student mentors from our junior and senior classes to be leaders. As positive role models, Link Crew Leaders are mentors who guide freshmen to discover what it takes to be successful during their transition into high school.

### **2. Engaging Families and Community:**

Our community has clear expectations that all students will leave HF-L well-staged for college acceptance or for alternative paths to workplace readiness. Parents have three key requirements for us: a safe learning environment for their student, high quality education and communication, particularly from their child's teacher. Accompanying these high expectations, we boast an average graduation rate of ninety-eight percent; ninety-three percent of our graduates choose to attend college right out of high school.

As a District, Honeoye Falls-Lima, Strategic Plan was developed by a committee of students, parents, staff members, board members, and community members who met as a strategic planning committee to create a new mission, vision, and strategic intents. The goal of this process was to ensure that our students display the knowledge, skills, and character qualities needed to realize their aspirations and succeed in a rapidly changing world.

### **3. Professional Development:**

Professional Development centers on the support of our Strategic Plan and its three intents: Student Achievement – Students will engage in rigorous and relevant application of: cross-curricular learning, skills development in communication, and the use of technology in that communication, collaboration, inquiry/problem solving, and current technology tools, multi-cultural experiences with language study and cultural exploration, and STEAM.

Cougar Pride – The School District will provide and foster an inviting school environment in which the Honeoye Falls-Lima community feels pride and ownership.

Student Engagement – Students will have experiences in and out of the classroom that are made meaningful and relevant through their connections and relationships with others in the school community. These experiences will nurture responsible and ethical decision-making, and quality of character.

With regards to engagement, one of our three major focuses currently at the High School is supporting our Bring Your Own Device initiative. This initiative allows for our students the ability to learn as college students do, on their own devices that they already know and are comfortable with. These include personal cell phones, tablets, or computers. This choice is optional and students are not expected to bring in their own devices, however they can do so if they would like. At the High School, we have a sufficient number of laptops available for students and staff to use in the classroom.

A second major focus ties into our goal of achievement. Our building has been studying and using Robyn R. Jackson's book "How to Plan Rigorous Instruction: Mastering the Principals of Great Teaching." Rigor is a quality of instruction that requires students to "construct meaning and impose structure on situations rather than expect to find the already apparent" (Resnick, 1987, p. 44). Along with rigor, staff has been receiving training on establishing relevance: discussing how theory can be applied in practice, making a link to local cases, relating subject matter to everyday applications and discussing and finding applications in current newsworthy issues and events.

Development of quality assessments is a third major area of focus at Honeoye Falls-Lima and ties into both our achievement and engagement strategic intent, which assist staff as they strive to produce formative assessments that are valid, reliable, fair, engaging and relevant.

Also noteworthy we recently have been studying and advocating for the construction of Flexible Learning Spaces (maker spaces, discovery labs). We define a flexible learning space as a space for students that contains an assortment of tools that encourage creative thinking through hands-on learning. Students are encouraged to explore, discover, create, build, try things out, discover their passion, and be who they are.

#### 4. School Leadership:

The HF-L high school principal believes in bringing the community together to share leadership roles. Students, teachers, parents, and all staff offer various strengths. Collectively, all of these leaders assist in fostering school improvement and promoting positive change. The notion "it takes a village" is something that the principal truly believe is critical for success and for meeting the District's intent for improving Cougar Pride. Teachers and staff are professionals and are involved in the design and implementation of plans for the High School. The principal's role is to support and guide all of these leaders to help create an environment of low anxiety and high standards.

Supporting everyone's success is paramount. The more effective our teachers are, the more effective our students will be, preparing them for being "future ready," adaptable and confident for society, now and after they receive their diplomas. A strong link to our alumni fosters consistent role models for current students and staff and links history with our students' future.

Providing a safe, open and transparent environment is imperative, and having the opportunity to visit classrooms and seeing what the most effective teachers do are key activities of leadership within the building. These approaches inspire everyone to make improvements and focus on what is best for each student. Modeling this environment of sharing within our own small community assists in creating a culture where we all tap into each other's strengths and lean on each as needed. Collectively, we are much better able to improve our students' achievement, engagement, and pride.

This school believes that a fundamental purpose of schooling is student learning and supporting the right that all children have the right to a high quality education. Each staff member strives to create a classroom environment that consists of a community of learners whose goal is academic achievement. Our school is considered a safe, caring community, with high standards and even higher demands. Collectively, we establish high expectations for all students, and provide the support necessary for them to achieve their goals.

## Part VI – INDICATORS OF ACADEMIC SUCCESS

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Our students come to school over 96% of the time. They stay after school all of the time. When the afternoon busses depart many students stay for clubs, extra help, tutoring, music, robotics, or athletics. They truly enjoy one another's company. They recognize the importance of connectedness that they feel to one another. This connectedness turns to pride which ignites a healthy balance of effort and reward. Our school district's extra-curricular policy requires students to maintain a high academic standing to participate in these clubs and activities. We also support those students not eligible to participate by offering a daily opportunity to regain their standing. This kind of on-going checks and balances allows all students to recognize that while achievement and school work come first, they are not the only things we as a school value. Emotionally, Positive Behavior Intervention Supports and the Response to Intervention models we use play an important role in promoting student engagement and connectedness as well. We have weaved in restorative justice to help resolve conflicts among friends and we welcome our new students through Link Crew. We also train staff to help when tragedy strikes through the Consortium on Trauma, Illness and Grief.

Most of all, our community is proud of our schools. This pervasive feeling, shared by our students, helps them understand the importance of, and strive for, being involved scholastically, serving our community in leadership roles, extracurricular activities, and focusing on building excellent students of character. We emulate Cougar Pride!